INSTRUCTION COUNCIL

MINUTES

Thursday, September 3, 2026
126 ITLE or Zoom

https://okstate-edu.zoom.us/j/93408932681?pwd=k7XfZJyUQZIDaBosY89x45j3PHDFfs.1
Meeting ID: 934 0893 2681
Passcode: 097849

9:00 a.m. – 10:30 a.m.

In attendance: Shannon Baker, Laurie Beets, Chad Blew, Aaron Christensen, Cynda Clary, Rachel Eng, Craig Freeman, Jeff Frisbee, Jami Fullerton, Ty Hawkins, Ebonie Hill, Kaitlynn Holcomb, Diane Jones, James Knecht, Marlys Mason, Kirsten Olds (Chair), Christine Ormsbee, Rita Peaster, Darius Prier, Carisa Ramming, Jennifer Rudd, Paola Sainz-Sujet, Rebecca Sheehan, Candace Thrasher, Ashley Varnell.

Meeting was called to order at 9:01am.

1. Transition of the scoring system for the math placement exam – James Knecht

Knecht provided an informational update regarding changes to the system used to transfer math placement exam scores from ALEKS into Banner. He emphasized that the math placement exam itself, including existing cut scores and course-placement criteria, is not changing. Rather, the university is replacing an approximately 15- to 20-year-old process that recently experienced a system failure. September was selected for the transition because it is historically a low-volume period for math placement testing. The new process will use Slate to facilitate portions of the data transfer and score-certification workflow and will transition from the legacy use of short names to Banner IDs.

Under the new process, ALEKS scores are expected to appear in Slate approximately 15 minutes after a student completes the exam, initially displaying as pending until the score has been reviewed and certified by a proctor. Certified scores will continue to load into Banner overnight, making them available for enrollment purposes the following morning. Members discussed whether Banner loads could eventually occur more frequently throughout the day, particularly because students cannot enroll in courses requiring a placement prerequisite until the certified score reaches Banner. Knecht indicated that the initial goal is to replicate the reliability of the existing process before considering more frequent Banner updates. Advisors will continue to be trained to distinguish between pending and certified scores.

The transition is planned for the week of September 21, during which math placement testing will be temporarily unavailable while the data connection, Slate certification process, and proctor access are transitioned and tested. Given historically low testing volume during this period, the interruption is expected to affect relatively few students. Existing proctor accounts will also be reviewed as part of the transition, with active major testing sites moved into the new system and older or inactive individual accounts required to reapply as appropriate. If the Slate certification functionality is not fully operational by the planned transition, an interim process developed by the College of Arts and Sciences will allow certified scores to continue loading into Banner.

Knecht also noted that students will now be required to complete a placement exam attempt within 48 hours. This change is intended primarily to address students who begin practice attempts but do not complete them, which can prevent them from progressing to a subsequent proctored attempt. Relevant math placement webpages and student instructions will be updated, and information will also be communicated to advisors and recruitment staff. Longer term, Slate may allow for more targeted student messaging, including information about the courses for which a certified placement score makes a student eligible.

2. Grade appeal policy revision – Candace Thrasher

Thrasher presented proposed revisions to the university's grade appeal policy following an issue during the spring semester in which a student filed a decision appeal based on outdated policy language. Academic Affairs subsequently reviewed the policy with Legal Counsel and identified several provisions requiring updates. Proposed revisions include removing references to the "executive assistant" in Sections 1.05 and 2.01 and accurately assigning to Academic Affairs responsibilities that had previously been attributed to the Grade Appeals Board chair, including orientation and training of new board members and reporting Grade Appeals Board activities to Faculty Council. At the recommendation of Legal Counsel, references to a "dean's representative" will also be changed to "dean's designee."

Additional revisions modernize administrative procedures that no longer reflect current practice. Language requiring students to obtain forms in person and providing for communication by postal mail will be updated to reflect the university's current electronic processes. In response to Clary's question regarding notification of grade appeal outcomes, Thrasher explained that students are required to work through the appropriate advisor, department head, and associate dean as part of the appeal process. Following a Grade Appeals Board decision, the student and instructor are notified, along with other individuals involved in the appeal process, as applicable.

Fullerton moved to approve, and Sheehan seconded. Instruction Council members approved the revisions to policy 2-0821 (Appeal of Final Grade Not Involving Alleged Violations of Academic Integrity) involving sections 1.05 and 2.01 with no opposed and no abstentions.

3. Discussion about whether 6-week grades should be viewable to students in Slate – Shannon Baker

Baker led a discussion regarding whether students should be able to view six-week grades in Slate in addition to Banner. Students currently must access Banner to view their six-week grades, while academic advisors can access the information in both Banner and Slate. Baker noted that faculty compliance with submitting six-week grades in lower-division courses is very high, but it is less clear how consistently students access and review those grades. The Student Success Action Committee recommended displaying a GPA calculated from the courses for which six-week grades had been submitted.

The GPA component has been tabled while the university continues working toward broader submission of six-week grades in upper-division courses. Members noted that a GPA based only on a subset of courses could be misleading and that six-week grades themselves represent only a snapshot of a student's performance at a particular point in the semester. Discussion therefore focused primarily on whether the individual six-week grades should be displayed directly in Slate. Baker shared differing perspectives from the University Advising Council and the Student Success Action Committee reviewing the issue: one perspective favored directing students to Banner as the authoritative academic record and encouraging students to become familiar with that system, while the other favored reducing barriers by making important academic information available in multiple systems students already use.

Council members generally recognized the student-success value of making six-week grade information readily accessible while also raising concerns about clarity and consistency across the university's various student systems. Banner remains the authoritative academic record, while Slate increasingly serves important advising

and student-communication functions. One possible approach discussed by Knecht was providing students in Slate with a direct link to the relevant Banner page rather than duplicating the grade display in two systems. Peaster suggested that greater institutional governance regarding which systems students should use for particular information and tasks could help provide a more consistent student experience. Baker indicated that feedback from the discussion would be taken back to the University Advising Council.

Baker also briefly updated the Council on efforts to establish more consistent college-level procedures for responding to academic alerts. While many colleges already follow similar practices informally, the university is working to systematize expectations, including a protocol involving three outreach attempts through phone, text, and email following an academic alert. Establishing consistent procedures will also help faculty understand what occurs after they submit an alert and reinforce the connection between faculty reporting and subsequent student outreach.

4. Curriculum

Course Action Summaries:

Spears School of Business

Clary moved to approve, and Fullerton seconded. Instruction Council members approved the Spears School of Business course action summary with no opposed and no abstentions.

College of Veterinary Medicine

Rudd presented three proposed courses associated with its graduate education activities rather than the DVM curriculum. One proposed Comparative Biomedical Sciences graduate course, CBSC 5211, would provide instruction in an area in which the college has faculty expertise and identified graduate student interest. The other two proposals would establish undergraduate research courses intended to expand opportunities for undergraduate students from STEM and other disciplines to participate in research with College of Veterinary Medicine faculty.

Council members raised questions about the proposed undergraduate courses because the College of Veterinary Medicine does not offer undergraduate degree programs and students already have mechanisms for receiving undergraduate research credit through their home colleges, departments, or the Honors College. Discussion focused on how the proposed courses would apply toward students' degree requirements, the possibility that the credits could fall through rather than count toward a degree, and whether the goal of increasing undergraduate awareness of veterinary research opportunities might instead be accomplished through stronger coordination with existing undergraduate research programs. Rudd and Frisbee explained that the proposals were intended to create an additional pathway into veterinary research, particularly for students in STEM disciplines who may not currently be aware of available opportunities, and noted that program coordination, funding, evaluation, and presentation opportunities had been considered.

Given the questions raised, the two proposed undergraduate research courses were tabled to allow College of Veterinary Medicine representatives to consult further with colleagues in the undergraduate colleges regarding the intended purpose of the courses, how they would fit within students' curricula, and potential collateral issues. The proposals may be returned to Instruction Council for reconsideration following those discussions. The Council separately considered the proposed graduate course, CBSC 5211.

Clary moved to approve, and Hawkins seconded. Instruction Council members approved the College of Veterinary Medicine course action for CBSC 5211 only with no opposed and no abstentions. The course actions for UNIV 3850 and UNIV 4850 were tabled for further discussion.

Program Modifications:

College of Education and Human Sciences

Bachelor of Applied Science in Community Counseling Psychology and Wellness (New)

New program request

- Request for a sub 120-hour degree
- Delivery method: Electronic
- Total credit hours: 90
- Reason for requested action: By equipping students with key workforce-ready skills and behavioral health training, graduates will be prepared to effectively address and respond to pressing health issues across the Oklahoma landscape, and especially in rural and remote areas.

Prier presented a revised proposal for the Bachelor of Applied Science in Community Counseling Psychology and Wellness, a new 90-credit-hour, electronically delivered degree proposed under the university's sub-120-hour degree initiative. The program is intended to prepare graduates with workforce-ready behavioral health skills to address needs throughout Oklahoma, particularly in rural and remote communities.

The proposal evolved from the previously considered Indigenous Community Psychology and Wellness degree. Following earlier review and subsequent discussions, the program was broadened and renamed to serve a wider range of populations and workforce needs while retaining Indigenous communities as an important area of emphasis. The revised program includes multiple tracks, including Indigenous, disabilities, school-based care, nutrition, and medical sciences. The program is designed primarily as a workforce-development degree for students seeking employment after graduation rather than as preparation for graduate study and is intended to support OSU's land-grant mission.

Prier and Hawkins described extensive collaboration that occurred in revising the proposal. Changes included aligning the curriculum with relevant American Psychological Association guidelines, requiring PSYC 1113 as part of the program, and expanding psychology course options available to students. Advisors will ensure that students selecting courses with prerequisites complete those requirements appropriately. Hawkins also emphasized the program's potential to strengthen OSU's connections with tribal nations while expanding its reach to rural communities across the state through online delivery. Hawkins expressed support for the revised program and appreciation for the collaborative work undertaken to address earlier concerns.

Freeman moved to approve, and Hawkins seconded. Instruction Council members approved the College of Education and Human Sciences new program request with no opposed and no abstentions.

Following the vote, Olds recognized the extended collaborative process that led to the revised proposal and the willingness of colleagues across colleges to work through substantive questions with a shared focus on students and the needs of Oklahoma communities.

5. Other

N/A

Meeting was adjourned at 9:49am.

Minutes were recorded by Ashley Varnell.